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ing example. The regime knows that it cannot assure a decent standard of living to the adult population and probably realizes that the coming generation will not live much better. However, it hopes that the young ones will be more pliable. Since they will not know that life can be better, they will not grumble. In the political and moral field, the desire to capture the minds of the youth is what industrialization is in the economic domain—the primary goal to which all others must be subordinated. From another angle, education, especially technical education, is the necessary counterpart and precondition of the fully industrialized, urbanized, and mechanized socialist society.

The first point of the Communist program for the young generation is to insure its numerical strength. Before the last war, the populations of Poland, Rumania, Yugoslavia, Bulgaria, and Slovakia were increasing with great though gradually diminishing rapidity. In the Czech lands proper and in Hungary, the natural increase was low with a trend towards demographic standstill. Some economists believed that the key problem of Eastern Europe, that of rural poverty due to overpopulation, could not be solved unless the population ceased to multiply so rapidly. From the strictly economic point of view, there was much truth in that assertion. The Communist regimes, including that of Yugoslavia, have taken the opposite stand. Their publications wage a war against the prewar theory which they say is born of despondency characteristic of capitalism. Communism, they claim, will solve all problems. But to prosper, People's Democracies need many children. Whether because of these social policies or because of other reasons, the prewar trend toward low natality has been reversed in most countries of the area. No demographic data on Rumania have been published for some years, which may mean that the policy of high natality has not been successful there. Elsewhere, data show that many more children are being born now than before the war and

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more of them survive infancy. In consequence, if rather fragmentary national statistics are to be believed, the rate of increase in population has risen to what it was a generation before. Roughly speaking, the number of Hungarians has been increasing annually by 60,000, that of Czechs and Slovaks (mainly Slovaks) by 140,000, that of Yugoslavs by 180,000, and that of Poles by over 400,000. Whether this trend will continue for a long time, no one can say.

The second point of the program in respect to youth is an all-out attack on illiteracy. Before the war, the area as such was making rapid progress in schooling, and in its western part illiteracy was no longer known. In its eastern and southeastern regions, however, there were still large residues of illiteracy in the adult population and, in spite of compulsory elementary education, there were not enough schools in some rural districts. The result was that some children never went to school. The Communist regimes claim that they have done away with a large proportion of illiteracy among adults and even elderly people, and that illiteracy as a condition is gone forever. There is no way of checking this assertion but it is likely that it is correct. The obvious comment is that the more literate people there are, the stronger a weapon Communist printed propaganda will be. Thus, the new schools behind the Iron Curtain are but the first installment of a vast campaign of propaganda and indoctrination.

The third and, in a sense, the most important point of the program is the great effort of the Communist regimes to promote professional and technical education on secondary and academic levels. The fulfillment of the long-range economic plans depends, in the last analysis, on its cadres, that is, on its trained personnel. To use a Communist simile, the new industrial army, millions strong, needs hundreds of thousands of noncommissioned and commissioned officers. These men and women are being graduated all over the captive area from technical schools of every description. The numbers